

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number BMIS 245 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Proposal: Upgrade BMIS 245 "Understanding Culture for Global Service" to BMIS 345, and retain it on the Cultural Competency menu.

Course Description: BMIS 345 Understanding Culture for Global Service (3-0-3), fall. This course prepares students to reach effectively across the chasm of cultural differences in ways that are loving and respectful. It is an entry-level applied anthropology course, with an eye toward applications of Christian witness, service, and intercultural ministry. The class explore multiple cultural variables through which societies perceive and understand the world. Prerequisites: BIBL 101, 102 (or 103), and BIBL 211.

Rationale: See attached rationale for the upgrade and for retaining the upgraded course on the Cultural Competency menu.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
1.	University Requirements — Change in approved course content ⁶	A	A	A	A			A	--	A	--								
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A			A	A	A	A								
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A			A	--	A	--								
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A			A	A	A	A								
5.	Major — Revision of major ^{4,5}	A	A	A	A			A	--	A	--								
6.	Major — Adopt or change admission requirements	A	A	A	A			A	--	A	--								
7.	Major — Add ^{4,5}	A	A	A	A			A	A	A	A								
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	A								
9.	Major – Discontinue (proposed by the Provost)	See below.																	
10.	GPA — Revise major or cumulative requirement	A	A	A	A			A	A	A	A								
11.	Minor — Revise course selection	A	A	A	I			I	--	I	--								
12.	Minor — Add	A	A	A	A			A	--	A	--								
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A			A	--	A	--								
14.	Minor – Discontinue (proposed by the Provost)	See below.																	
15.	Degree — Add	A	A	A	A			A	A	A	A								
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A			A	A	A	A								
17.	Degree – Discontinue (proposed by the Provost)	See below.																	
18.	Any change to a graduate degree program	A	A	A	A			A	--	A	--								

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

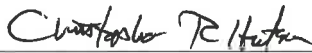
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

 Signature	Department/School Chair(s) 12.5.18 Approval date
_____ Signature	_____ Approval date

 Signature	College Academic Council(s) 2-4-19 Approval date
_____ Signature	_____ Approval date

 Signature	Dean(s) 2-4-19 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Explanation of Proposals Regarding BMIS 245/ BMIS 345

Proposal: Upgrade BMIS245 to BMIS345 and retain it on the menu of courses that meet the Cultural Competency requirement for University Requirements

Proposed Course Description:

BMIS 345 ~ Understanding Culture for Global Service (3-0-3), fall. This course prepares student to effectively reach across the chasm of cultural differences in ways that are loving and respectful. It is designed to function as an entry-level applied anthropology course, with an eye toward applications of Christian witness, service, and intercultural ministry. Prerequisites: BIBL 101, 102 (or 103), and BIBL 211.

Rationale for the Upgrade

This was originally a 300-level course. When DBMM had a full Missions major, it was downgraded to serve as a 200-level entry course for the major. But since Missions is now a track within the Bible & Ministry major, the current Missions faculty think best to teach this as a more advanced course for the major. See attached course description and syllabus for a 300-level version of this course.

Additionally, as a 300-level course, this may serve to meet either GenEd requirements for an upper-level Bible or may serve to meet the GenEd cultural competency requirement. The course meets the criterion of appealing to more than one or two majors, since it can be taken by any student at the University and can serve as one of the courses required for a Bible minor.

Course Assignment Modification

To upgrade BMIS 245 to BMIS 345 the proposed syllabus requires deeper engagement from students in the following ways:

- Students will write a critical book review over Livermore's *Cultural Intelligence*, requiring students to analyze and evaluate a seminal text in the field. (Conceptual and procedural knowledge).
- An additional course textbook, McCurdy, Shandy, Spradley. *Conformity and Conflict: Readings in Cultural Anthropology* (Pearson 2016) with attendant reading assignments will be required. (Factual and conceptual knowledge).
- Summative assignment: Ethnography is the *sine qua non* of anthropological research, requiring observation, interpretation, analysis, evaluation of a given context (conceptual and procedural knowledge), concluding with a critique of one's own assumptions (metacognitive knowledge). While an ethnography is required even for a sophomore-level class, for the BMIS 345 ethnographic research is extended: Participant Observations of cultural "tribes" are extended from three periods of observation to four periods of observation. The summative ethnography paper is extended from a 4-5 page paper to a 6-8 page paper.
- Revised rubrics will require higher-level academic rigor for existing assignments.

Rationale for Retaining BMIS 345 on the GenEd Cultural Competency Menu:

As a Cultural Competency course, BMIS 345 would be suitable not only for ministry majors but also for Global Studies majors, Nursing or pre-med majors contemplating medical missions, Business majors contemplating international business, or any students desiring to travel and engage the world with greater understanding.

While we recognize that lower-level courses normally serve to satisfy the Cultural Competency requirement, we offer the following considerations for including this upper-level course on the menu:

- As an applied cultural anthropology course, the content requires students to reflect on their own cultural commitments and biases and to consider experiences and issues from the perspectives of others with differing world views, thus fulfilling the university cultural competency requirement.
- Although BMIS 345 is upper-level in terms of difficulty, it is entry-level for cultural anthropology. The pre-requisites are lower-level GenEd Bible courses, which all students have, so the course presumes basic Bible literacy but no prior knowledge of anthropology nor any experience in cross-cultural engagement.
- BMIS 245 has long been on the Cultural Competency menu. Upgrading to BMIS 345 and expecting more from students should not lessen the appropriateness of the course to meet this requirement.
- Most of the other courses already on the cultural competency menu are upper-level courses that serve specific majors:
 - BIOL/CHEM/COMP 308 Global Healthcare
 - BMIS 371 Religion in Global Contexts
 - BMIS 391 Service in Global Contexts
 - BMIS 420 Gospel in a Multi-Cultural World
 - BUSA 419 International Business
 - COMM 345 Intercultural Communication
 - ECON 438 International Poverty and Development
 - EDUC 476 Effective Teaching Strategies for Language Learners
 - ENGL 470 Multicultural Literature
 - FIN 419 International Financial Markets
 - Foreign Language (Spanish, German, French, Latin) 111 or higher
 - GEOG 354 Cultural Geography
- Even if the basic Cultural Competency requirement were officially set to mainly lower-level courses, there is long-standing precedent that it is okay to substitute an upper-level course for a lower-level requirement (but not vice versa).

With these considerations in mind, we respectfully ask that the newly upgraded BMIS 345 be retained on the menu of courses that satisfy the Cultural Competency requirement.

BMIS345: Understanding Culture for Global Service

Faculty Information / Course times here

Course Overview

This course prepares student to effectively reach across the chasm of cultural differences in ways that are loving and respectful. It is designed to function as an entry-level applied anthropology course, with an eye toward applications of Christian witness, service, and intercultural ministry. The class will cover several cultural variables in order to understand the basic categories through which societies perceive and understand the world.

Though cultural anthropology has long played a vital role in the training, preparation, and fieldwork of those involved in cross-cultural ministry, in an increasingly globalized world the potential contribution that cultural anthropology can make in enhancing cross-cultural competence and to promote deeper intercultural understanding is far broader than the enterprise of traditional Christian missions.

Course Objectives

1. Increase awareness of one's own cultural commitments ~ self-awareness.
2. Develop attitudes of respect and openness towards cultural differences ~ ethno-relativity.
3. Increase knowledge of different cultural practices ~ intercultural awareness.
4. Develop skills to interact successfully with individuals from cultures different from yours ~ intercultural competence.
5. Consider what global means, particularly as a Christian, and define your own role as a global citizen ~ global competence.
6. Gain facility with basic anthropological tools, theory, and research methods ~ anthropological competence.
7. Understand how anthropology and intercultural studies can help us live out our missional calling ~ missional competence.
8. Learn skills for dealing effectively with intercultural conflict ~ intercultural competence.
9. Learn skills and strategies for dealing with culture shock and reverse culture shock ~ intrapersonal awareness.

Institutional Missions

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The mission of the College of Biblical Studies is to provide leadership, preparation, and resources for effective worldwide ministry in the cause of Christ. The mission of the Department of Bible, Missions, and Ministry (DBMM) is twofold: (1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and (2) to provide all ACU students with biblical and spiritual resources with which they may live as committed disciples.

Course Textbooks

- Elmer, *Cross-Cultural Conflict* (InterVarsity Press 1994)
- Hiebert & Tienou. *Understanding Folk Religion* (Baker Academic 2000)
- Lingenfelter, *Ministering Cross-Culturally* (Baker Academic 2016)
- Livermore, *Cultural Intelligence: Improving your CQ to Engage your Multicultural World* (Baker 2009)

Student Learning Outcomes

<i>LEARNING OUTCOMES</i>	<i>MEASUREMENT</i>
Define and understand major concepts in cultural anthropology.	Pass exams Write reading reports and critical book review
Reason from the anthropological perspective	Reflect via movie and ethnography project Analyze reading texts Evaluate through critical book review
Gain facility with the ethnographic method and participant observation	Research and write an ethnography
Gain intercultural and missional competence	Participate in the Cultural Intelligence in Action

Course Assignments & Weighting

Reading Reports (10%)

You will read and write 3-2-1 reflections over eight (8) chapters out of a possible eleven (11) of Livermore's, *Cultural Intelligence*, and write four (4) reading reports over all of Elmer's *Cross-Cultural Conflict*.

Critical Book Review (10%)

Read and provide a critique of Livermore's *Cultural Intelligence: Improving your CQ to Engage your Multicultural World*. A critical book review has two goals: first, to inform the reader about the content of the book; and second, to provide an evaluation that gives your judgment of the book's quality.

Introduction (50 words):

Include an overview of the book that incorporates an encapsulated summary and a sense of your general judgment. Avoid generalities like "good" or "bad", "I liked it" or "I didn't like it."

Content summary (200-250 words):

Identify the author's thesis and explain it in your own words. Highlight the author's major arguments or themes of the book. Use short citation(s) to exemplify author's points ~ be sure to use in-text citation page numbers. Avoid chapter by chapter summary.

Analysis (350-400 words):

To what extent and how effectively (i.e., with what kind of evidence) is this thesis proven? In your opinion, how does the author support his arguments?

Two Questions: What two questions does the reading surface that leads you to investigate further or piques your curiosity? Prioritize these two questions and choose the most relevant one. If you had a chance to pose one question directly to the author, what would you ask that brings clarity or insight into the topic addressed? **Justify your best choice.**

One Quote: Choose a quote (with page number) and why it is significant to you.

Cultural Observation: 2 Movie reviews (10%)

Choose *two* international movies to view. Upon watching these, comment upon various aspects of culture that appear different from your own cultural understandings and commitments. Analyze these with terminology, theory, and frameworks from class materials. Consider watching the second movie with your ESL conversation partner from the country where your conversation partner is from.

Exams (25%):

There will be three exams covering lectures and textbook readings.

Cultural Intelligence in Action (CIA) (20%):

This assignment is related to the course's goal of helping us live out our missional calling and by fostering enhanced cultural intelligence by crossing cultural boundaries through live interactions with some of ACU's international students.

- **Encounter:** Because many international students have difficulty in making American friends or understanding American culture, students will spend five hours (5) in conversation with one or more international students. While the primary purpose of the interaction is to resource and to befriend them, students reciprocally will also learn about each other's home cultures.
- **Blog:** Students will write a 300-word blog about each of four (4) conversations and one (1) kinship interview. Each blog should include details as to whom you met with, when, where, and what you talked about. The topic for conversation ideally connects with a principle from class discussions with some aspect of their partner's culture. For instance, reading for the week dealing with gender and aging relationships can serve the discussion of how their culture understands gender or aging in his or her home country.

Ethnography Project (25%):

Participant Observation: Choose a particular context in which you will do Participant Observation and ethnography work. Ideally choose to research in an environment that is **foreign or distinctly different** from your normal routine – slightly uncomfortable for you. Play the role of participant observer, being attentive to both the physical environment and people's behavior and interactions; look for deep structures, outlooks, and values. Your goal is to join in that contextual immersion on at least four (4) separate occasions, not less than an hour each time and at the conclusion, write up a 6-8 page Ethnographic Report.

Grading

A- 90-100%

B- 80-89%

C- 70-79%

D- 60-69%

F- Under 60%

Course Policies

Attendance: As a highly interactive, participatory class, daily attendance is critical to success. If you miss class, it is your responsibility to get lecture notes and assignments before the next class period.

- In-class assignments and quizzes missed due to absence cannot be made up.
- Absences due to documented illness, a family emergency, or participation in university-sponsored event are excused. For absences due to university-sponsored events, arrangements must be made **prior to** the absence.
- If a student misses more than **six (6)** classes, excused or unexcused, the student will receive an "F" as a final grade.

Late Work: Ignorance of an assignment will not excuse late work. Contact your professor if you have questions or concerns.

- Late projects will be penalized one letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an "F."

Technology Policy

Pen and paper. The use of electronic devices is only allowed when specified by the professor but should not be used for non-class activities. Your professor reserves the right to mark students as absent if they fail to use their electronic devices respectfully.

Academic Integrity: A zero-tolerance policy is in force regarding academic dishonesty. "Violations of academic integrity and other forms of cheating," as defined in ACU's Academic Integrity Policy, "involve the intention

to deceive or mislead or misrepresent, and therefore are a form of lying."

While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research.

- The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost)

Academic Accommodations: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The ***Alpha Scholars Program*** facilitates disability accommodations in cooperation with instructors.

- In order to receive accommodations, students must be registered with Alpha Scholars Program, and they must complete a specific request for each class in which they need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the **Alpha** office directly at (325) 674-2667.

Your professor is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.